

"Our goal is to create a beloved community and this will require a qualitative change in our souls as well as a quantitative change in our lives."

Martin Luther King, Jr.



COURSE SYLLABUS

Spring 2021

GENERAL INFORMATION

COURSE TITLE:	Human Service 210, Practicum III
REQUIRED TEXT:	<ol style="list-style-type: none">1. <u>7 Habits of Highly Effective People</u>, Covey, Stephen R. N.Y., N.Y.: Simon & Schuster, 19892. <u>The Impossible Will Take A While</u>, Paul Loeb, Basic Books, 2004 <u>Nonviolent Communication</u>, Marshall Rosenberg3. <u>Shape Your World: The College Student Political Action Guide</u> (Provided on Brightspace – not purchased)
INSTRUCTOR:	Cherie Snyder
OFFICE:	AH 239
OFFICE HOURS:	M/W, 1:00-2:00; F 11:00-12:00
OFFICE PHONE:	784-5556 (Home 689-0195)
E-MAIL:	csnyder@allegany.edu
DAY/TIME OF CLASS	Monday & Wednesday 11:00-12:50 p.m.

The CIS! (Course In Short)

WHAT'S AHEAD AND THE PAYOFFS!

Welcome to HS 210! I am very excited about our topics and focus for this semester!

This is the class where you put it all together – everything you have learned about leadership, social justice, team work, professionalism, ethics, and nonviolent communication plus what you will learn this semester about community organization, program planning, and leadership for social change. It's going to be a great ride!!

Together with your classmates you will organize, mobilize support, and launch a social action campaign to address an issue that your class identifies as important. Sound exciting? It is!

So let's begin!

HS210: PRACTICUM III

Please note that any course provision is subject to modification based on the learning needs of the course.

Brightspace: The syllabus and course packet will be available on Brightspace in case you lose your hard copy. I will also use Brightspace to send emails, reminders, or announcements so be sure to check your student email daily!

Classroom Etiquette: All cell phones must be turned off so that we can focus on building our learning community and practicing the helping skills of active listening and attending.

I. PURPOSE

A. Catalog Description

210 Human Service Practicum III 5 semester hours

Working in groups, students complete a capstone project on a social and political action issue which demonstrates competencies acquired in group work, nonviolent communication, leadership, civic engagement, workforce wellness, advocacy, and oral/written communication. Students learn and practice skills in program planning and community organization as well as complete a career-planning unit in preparation for employment. Students complete a semester of fieldwork at one placement site supervised by the cooperating agency, institution, or school.

Prerequisites: Human Service 207 or consent of instructor

B. General Education Goals

Upon completion of this course the you will demonstrate the following General Education Goals.

Gen. Ed. Goal

Clinical Competencies

- | | |
|--|---|
| 1. Personal and Civic Responsibilities | Demonstrate professionalism standards (work ethic, interpersonal, intrapersonal, etc.) as outlined in the Program Manual, both in the classroom and the practicum site. Apply knowledge of government and legislative processes to personal and community problems. Utilize wellness and self-care approaches to insure health and workplace/classroom performance. |
| 2. Written and Oral Communication | Recognize limitations of expertise and communicate with field supervisor and professor when problems arise. Maintain confidentiality and demonstrate respect for fellow students and professors during class and service learning experiences. Communicate ideas and feelings and apply nonviolent communication best practices in group and one on one settings. |
| 3. Information Literacy | Apply knowledge gained from lecture, service learning, the textbook, and professional sources to problem solve and intervene with classmates, clients, and supervisors. Utilize the Internet and other library resources to acquire information about specific topics as they relate to the Human Services. |
| 4. Critical Analysis and Reasoning | Apply critical thinking skills to class, lab, and clinical problems and support interventions with a clear rationale. Utilize ethical decision-making practices to address ethical dilemmas. |

- 5. Technological Competency Achieve competency in the use of computers, the Internet, social media, powerpoint and the Brightspace system to communicate information to the public and to team partners as well as access course materials and other relevant professional information
- 6. Arts and Humanities Inquiry Explore and apply skills in cultural competence and ethics

C. Program Goals and Program Learning Outcomes

Program Goals: As part of our learning community, you will be able to do the following upon receiving your Associate of Applied Science Degree in Human Service:

- 1. Successfully work as an entry level, associate degree professional in the helping fields
- 2. Be proficient in the communication, interpersonal, ethical, and technical competencies (knowledge, skills, and attitudes) needed to work professionally as healers and agents of change within a diverse and global world.
- 3. Utilize self-awareness, self-care (wellness), and career decision-making skills to work effectively on the job and to participate in life-long learning activities.
- 4. Demonstrate leadership and active citizenship skills to advance social justice and to build healthy communities

Program Learning Outcomes: At the conclusion of a four semester clinical Learning Community, you will demonstrate proficiency in the following skill areas:

Communication/Collaboration Skills	Demonstrate effective communication and collaboration skills while working as a team member in a learning or clinical setting.
Professionalism/Work Ethic	Demonstrate ethical and professional behaviors in all areas associated with the practice of human Service, including learning environments.
Clinical Practice/Core Helping Skills	Utilize self-awareness, cultural competence, information literacy , and the core helping skills associated with the Human Service profession (i.e. listening, assessment, counseling/, interviewing, group work, etc.) to address the direct service needs of clients
Workforce Wellness	Demonstrate and use mind/body skills and other wellness approaches for self-care and renewal and model these behaviors for clients and co-workers
Social Action and Civic Engagement	Apply leadership skills to promote social justice, deepen a sense of community, and address political, social, and community problems.

D. Learning Strategies

Our Graduate Follow-up surveys repeatedly tell us that the most powerful part of the Human Service Program are the “hands on” interactive learning strategies which help you master the skills, attitudes, and concepts you need to be an effective, skilled Human Service Worker. “Learning by doing” will involve group projects and experiential learning activities as the primary approaches, but lecture supported by class discussion is also used to provide foundational knowledge.

A great deal of personal reflection is involved with our Program because “we are the tools for our trade” so we need to be sure we know ourselves, our values, and our “hot spots” in order to help our clients. And we write a lot in this course because that is what our employers tell us needed in the field: excellent communication skills. Finally, the most important teaching strategy is our learning community. By sharing who we are and what we think and feel with each other, we become each other’s teachers and we learn the importance of building a strong community and support system.

So, bottom line! The more actively engaged you are with the course material (both in and outside the classroom) the better prepared you will be for the workforce and for transfer to an advanced degree program – and the more you will uncover your gifts and strengths. As the banner at the front of our classroom says, “*You have come here to find what you already have!*” Confucius.

E. Learning Outcomes

Learner Outcome	Assessment(s)	Standard	Gen Ed	Prog. Goals
1. Design, implement, evaluate, and professionally present a capstone project which addresses a College need.	Capstone Project documentation	11/15	1, 2, 3, 4, 5	1, 2, 3, 4
	Capstone Project Professionalism Assessment	26/35 (Group Work Rubric) Meet “3” level: demonstration of skills required for entry level human service professional		
2. Apply NOHS Ethical Standards to work situations and identify options for dealing with value conflicts on the job.	Chronologue journal	3/3 on two of three entries	4, 6	2
3. Develop and apply the skills in job seeking, resume writing, job interviewing, and documentation of skills needed to obtain employment or acquire an advance degree	Resume	50/50 (resume ready to be submitted to employer)	1, 2	2, 3
	Next Step Plan	12/15		
	Demonstration: interviewing skills	Participation in practice Interviews		
	Documentation of skills & work experience in Portfolio	40/50		
4. Demonstrate mind/body skills to prevent burn-out and minimize stress personally and professionally including tapping into spiritual resources	Wellness Assignment	Completion 5/5 on session plan	1	3
	Capstone Project	3/4 on Group Work Rubric (Wellness Section)		

Learner Outcome	Assessment(s)	Standard	Gen Ed	Prog. Goals
<p>5. Apply problem solving, teambuilding, and time management strategies to workforce situations.</p>	<p>Capstone Project</p> <p>Professionalism Assessment</p> <p>Field Placement Project</p> <p>Covey key Pts.</p>	<p>Capstone Documentation (12/15)</p> <p>Group Work Rubric (26/35)</p> <p>Meets “3” level: demonstration of skills required for entry level human service professional Final Field Work Evaluation (35/50)</p> <p>Project Report (37/50)</p> <p>Completion of 7/10 Chap. Summaries</p>	<p>1, 2, 3, 4, 5</p>	<p>2, 4</p>
<p>6. Identify a client or agency issue, develop goals and outcomes to resolve the issue, determine what strategies are necessary and implement the best ones, and then evaluate the results.</p>	<p>Fieldwork Project</p>	<p>Final Field work Evaluation (35/50) Project Report (37/50)</p>	<p>2, 3</p>	<p>2, 3, 4</p>
<p>7. Demonstrate leadership skills necessary to be an effective entry level worker</p>	<p>Capstone Project</p> <p>Capstone Project Professionalism Assessment</p> <p>Covey Key pts.</p> <p>Fieldwork Project</p>	<p>Capstone Documentation (12/15) Group Work Rubric (26/35) Using Professionalism Rubric, meets “3” level: demonstration of skills required for entry level human service professional Completion of 7/10 Chap. Summaries 37/50 on Project Report 35/50 on Fieldwork Eval</p>	<p>1, 4</p>	<p>4</p>
<p>8. Develop a personal mission statement and principle-based leadership style.</p>	<p>Mission Statement</p>	<p>45/50</p>	<p>1, 2, 4, 6</p>	<p>3, 4</p>

Learner Outcome	Assessment(s)	Standard	Gen Ed	Prog. Goals
9. Demonstrate political or social action strategies that shape human service practice and/or initiates change in the local community.	Capstone Project Professionalism Assessment Loeb Assignment	Capstone Documentation - 12/15 Meets "3" level: demonstration of skills required for entry level human service professional Completion	1, 2, 3, 4	2, 4
10. Examine personal views about politics as they affect clients and the community and share this information with others.	Loeb Assignment	Completion	1	4
11. Utilize reflection and self- assessment tools to examine professionalism attributes, assess progress on goals and establish new goals for field work and also for after graduation	Chronologue Journal Field Evaluation Self-Assessment	12/15 on three journals Completion and sharing with supervisor	1, 2, 4	2, 3
12. Demonstrate Project documentation skills	Chronologue Journal	12/15 on 3 entries	2	2
13. Utilize research strategies to identify statistics and evidence based strategies that support the social action strategies employed in the Capstone project communicate these on a powerpoint presentation.	Issue Fact Sheet and completion of Annotated Bibliography Powerpoint	Christmas Break Assignment Powerpoint Presentation	3, 5	2
14. Assemble a convenient reference file that will assist in pursuit of career goal.	Portfolio	40/50	1	2
15. Exhibit personal responsibility and initiative for carrying out work assignments	Attendance Monitoring Form Capstone Group Work Rubric	Accurate completion 20/25	1	2

II. COURSE POLICIES In addition to the following, college policies in the Student Handbook regarding academic standards and conduct apply as well as policies in the Human Service Program Manual.

A. Attendance Policy

Our class is scheduled for face to face instruction. However, in light of the Covid epidemic we have expanded our Medical Waiver option (in your Program Manual) to also include a positive Covid diagnosis. If you meet the Waiver requirements and have documentation of a positive Covid test, you can apply for permission to be zoomed into class which will allow you to meet the attendance requirements for the course for the duration of the illness or quarantine time as determined by ACM's Covid Team.

We appreciate your understanding of the importance of in class learning. The foundation of Human Service is learning as a community—with and from each other. Being physically and mentally present in the class room is the only sure way of getting the experience you need to become an effective human service worker.

1. Class

It is important for you to attend all classes in order to maximize their educational and professional development. The following attendance system applies for this course:

- a. 5 points - Punctual attendance
3 points - late attendance
1 point - non attendance, instructor notified prior to end of class
- b. You are entitled to 1 "personal day" (i.e. absence from 1class) without loss of points for reasons of illness, child care, or other personal business.
- c. After 2 additional absences for any reason, you will be placed on Alert Status.
- d. After a total of 5 absences, you will be withdrawn from the course.

2. Field Placement

You are expected to complete 130 hours of on-site practicum experience this semester (10 hours for 13 weeks). A minimum of 126 hours must be completed in order to pass the course. (See Field Placement Contract for further explanation).

B. Participation/Class Preparation

The class format style includes small group discussions, interactive activities, presentations, and lectures. To be successful in this class, you will need to have studied the assigned material before class begins, be prepared to be tested on assigned material, and to discuss assigned materials, ideas, and other related topics raised during the seminar session

According to Maryland Higher Education Commission, for each hour of in class work there must be at least two hours of out-of-class work per week over a 15 week semester. For HS 210 this means an average of at least 8 hours of out of class preparation each week.

1. Class Session

H.S. 210 will meet Monday and Wednesday from 11:00-12:50 p.m. You are expected to actively participate in classroom activities and discussions, and are responsible for completing all assignments by due dates stated in the syllabus. You will learn material more effectively if they are prepared and participate in their own learning.

2. **Field Placement**

The Practicum experience this semester is intended to foster independence in the student. Students are expected to function professionally with minimal supervision. They also are encouraged to develop personal integrity and a sense of values commensurate with the level of skill and ability acquired through the course of this curriculum. One of the Human Service faculty will visit your placement site and be available to you for consultation, guidance, and support throughout the term.

C. **Grading and Performance Level Systems**

The following chart identifies the points that you can earn for each assignment and the estimated amount of time required to complete each

1. **Grading**

	<u>Mid term</u>	<u>Final</u>	<u>Total Time</u>	
Attendance:				
• Seminar	70	80	150	-
• Placement	70	60	130	-
Break/Capstone Research Assmt.	50	--	50	5
Journal Entries	15	30	45	8
Readings: Com. Org	--	--	--	8
Capstone Project	--	100	100	45
Personal Mission Statement	--	25	25	3
Success Unit:				
• Next Steps Plan	15	--	15	1
• Cover Letter/Resume	--	60	60	12
• Portfolio	--	50	50	5
Field Project Report	--	25	25	4
Covey Chapter Summaries	--	55	55	4
Placement Evaluations	50	50	100	1
Political Assmt.	30	--	30	4
Wellness Assignment	--	15	15	1
Total	300	550	850	120

Point Grade Equivalent

	<u>Mid Term</u>	<u>Final</u>
A	275-300	790-850
B	199-274	729-789
C	173-198	668-728
D	147-172	607-667
F	0-146	547-606

2. **PERFORMANCE LEVEL SYSTEM**

In order to graduate from the Human Service associate Curriculum, the following must requirements must be completed to the instructor's satisfaction:

- a. Completion of this Human Service course with a "C" or better as well as:
 1. Meet classroom and fieldwork attendance requirements.
 2. Successfully complete all assignments and required competencies
 3. Successful performance on tests
 4. Consistently adhere to the rules of confidentiality.
 5. Receive a 35 or better on final fieldwork evaluation
- b. Demonstration of personal and professional growth through interactions with fellow students, instructors, and placement site clients.

- c. Achievement of Project and Professionalism competencies at an acceptable level necessary for employment.

D. **Extra Credit**

You are encouraged to attend the Family Psychotherapy Network Conference; 25 points will be added to the final grade (HS 210 or 236) if the student attends a full day of activities (2 workshops and the Keynote and submit a reflection paper).

E. **Tutoring, Student Support, and Counseling Services**

As the instructor, I am available upon request or by appointment to work with you in any way that will support your growth as an independent learner and a skilled human service worker. Our College also prides itself on offering many services to help you succeed! Tutoring in Human Service courses as well as other subject areas is available through the Advising Center as well as the Student Success Center in the Humanities Building and the Reading, Writing, Speech and Math Centers are also there to help you. Please see me if you need more information. Since personal challenges also can get in the way of your success in school, the College also offers personal counseling services. I strongly urge you to take advantage of all these services which can help you succeed in your studies. Please do not hesitate to see me if you need more information or if you would like me to walk over with you to introduce you to those who can support you.

F. **Assignments**

Note:**Indicates a required competency.**

1. **Success Unit:** You will complete a “next steps” plan, a cover letter and a resume****, and a Career Portfolio as preparation for future job seeking. These will be valued at **125 points:** (15 for the Next Steps Plan, 10 for cover letter, 50 for the resume, and 50 for the Portfolio. **Submit on Brightspace**).
2. **Political Assignment:** You will complete a writing assignment on *The Impossible Will Take A While*. It is worth **30 points**. (**Submit on Brightspace**)
3. **Personal Mission Statement:** You will complete a typed 1-2 page Personal Mission Statement based on the Covey text. This is worth **25 points**.****
4. **Covey Chapter Summaries:** Key points for each chapter of Covey are to be listed and accessible to class for discussion on the date of assignment. Each typed summary is worth 5 points. Summaries will not be accepted after the due date and time. One exception allowed. These are worth 5 points each for a total of 55 points.(**Submit on Brightspace**)
5. **Journals: (chronologues)** These journals document information concerning your Field Work project. Guidelines will be distributed separately. Journals will be evaluated 3 times and valued at 15 points each for a total of **45 points**. These are to be typed, and are due at the beginning of class.****
6. **Field Work Special Project Report:** You will implement a project that requires you to apply program planning and leadership skills learned to date and to take significant responsibility for the project. A written report will be submitted; details will be provided in class. **** **25 pts. (Submit on Brightspace)**

7. **Capstone Project and Report:** You will participate in a Capstone Project with your class that applies and demonstrates competencies in group work, leadership, professionalism and community organizing. A written and oral report is required at the end of the project****. Details will be provided in class. **100 points**
8. **Field Placement Evaluation:** It is your responsibility to deliver a student evaluation form to his/her supervisor at the placement site twice during the semester. These evaluations are valued at 50 points each, for a **total of 100 points**. **Also required is a self-evaluation which is to be shared with your supervisor before your evaluation and turned in with the supervisor's evaluation.******

G. **Assigned Work Completion Dates**

To be successful in this course, you must submit your assignments on the due date. Late assignments will result in a loss of points and are not accepted after 1 week. This will enable you to receive timely feedback from me which can help you improve with every assignment.

You are to submit all assignments as hard copies unless Brightspace submission is specified; I do not accept submissions through email as they often end up in SPAM or disappear in the email abyss. However, to avoid late penalties when you are not able to come to class, you can email me the assignment electronically BEFORE class begins to document you have completed the assignment by the due date. Then you can bring a hard copy to the next class.

H. **What You Can Expect From Me**

1. Timely return of graded papers with feedback that will help you succeed
2. A classroom climate and supportive environment for your growth.
3. Fairness and respect for every individual.
4. On time for class and prepared and excited about learning with you
5. A willingness to learn from you and the class- and to admit my mistakes when I make them
6. A love of learning, of ACM, and of my field of social work
7. A willingness to share in your educational journey and be available as a guide and a mentor
8. Prompt response to emails during the week (usually within 12 hours or less)

I. **Plagiarism and Cheating**

See Student Handbook regarding this policy.

J. **Make-Up Exams**

Tests are expected to be taken on the day scheduled unless the student's absence meets the program's official excuse policy. If an illness or other circumstances interfere with taking the exam at the scheduled time, the instructor may at his/her discretion offer a make up test, but this will result in a grade reduction.

K. **College Policy Mandates**

Allegany College of Maryland is required to inform prospective and current students of important College policies, including Non-Discrimination, Title IX, Clery Act, Heroin & Opioid, Drug and Alcohol Use, Academic Disabilities, FERPA, Accreditation, and Gainful Employment Disclosure.

Please click on this link for more information on these important College policies.

<https://allegany.edu/x3744.xml>

IV. **BIBLIOGRAPHY**

A. **Library Assignments:**

As part of the Capstone Project, you will utilize the campus library to do research.

B. **Supplemental Learning Resources**

Video and CD's pertaining to group processes are available in the Library. I also encourage consultation with members of community and those at the college who have experience in the field.

IV. TENTATIVE COURSE OUTLINE (Revised 1/20/21)

Please note!! Since this course focuses on your Capstone Project, the course outline will revolve around the project deadlines and tasks. The Outline below is ONLY TENTATIVE! As we move along in the semester, there will be many changes – flexibility is the key, just as it is in the workplace! Part of your Professionalism ratings will include flexibility so take a deep breath, stay organized but not rigid, and enjoy the ride! S.Y.W. = Save Your World (online booklet; see Brightspace)

UNIT I: COURSE INTRODUCTION

WEEK#	CLASS DATES	READING	TOPICS	ASSIGNMENTS
1	Jan. 25	As assigned	Capstone Planning	Break Assignment (paper)
	Jan. 27	As assigned	Capstone Planning	Research Assignment
2	Feb. 1	S.Y.W	Capstone Planning	

UNIT II: SUCCESS: SCHOOL TO WORK

2	Feb. 3	Brightspace Lectures/Info.	Resume Writing/ Cover Letter Workshop Resume Writing	Cover Letter/Resume Rough Draft
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UNIT III: COMMUNITY ORGANIZING: STRATEGIES FOR ACTION

3	Feb.8	Lobbying Packet	Lobbying/Advocacy	Political Assmt.
	Feb. 10	Lobbying	Lobbying	Draft Resume Revised
4	Feb. 15-17	S.Y.W	Com. Org Skills	Next Steps Plan (2/15)
5	Feb. 22-24	S.Y.W	Com. Org. Skills	Journal #1 (2/24)

UNIT IV: LEADERSHIP SKILLS FOR A CHANGING WORLD

6	March 1	Covey, pp. 23-53 Inside Out	Unit Introduction Seven Habits Video	Covey Key Points
	March 3	Covey, pp. 53-70 7 Habits Overview		Covey Key Points
7	March 8	Covey, Habit #1	Proactivity	Covey Key Points
	March 10	Covey Habit #2	Mission/Vision Statement	Covey Key Points Eval/Time sheet Attendance Monitoring Form

MIDTERM

WEEK#	CLASS DATES	READING	TOPICS	ASSIGNMENTS
8	March 15-17	NO CLASS!!		Personal Mission Statment
9	March 22	Covey Habit #3	Time Management	Covey Key Points Personal Mission Statement
	March 24	Covey Paradigms of Interdep.	Emotional Bank Acct.	Covey Key Points Final Resume Due to receive full 50 points
10	March 29-31	NO CLASS!!		
EASTER BREAK April 1-2, 2021				
11	April 5	Covey Habit #4	Win/Win Conflict Resolution Nonviolent Communications	Covey Key Points Journal #2
	April 7	Covey Habit #6	Synergy	Covey Key Points
12	April 12	Covey Habit #7	Renewal	Covey Key Points
	April 14	TBA		Wellness
UNIT V: PULLING IT ALL TOGETHER				
13	April 19-21	Capstone Finalization & Debriefing		
14	April 26	Closing Activities		Fieldwork Project
	April 28	Closing Activities		Capstone Project Paper
15	May 3	Exit Interviews, 10-12:15		Eval/Time Sheet Portfolio
	May 5	Final Closing Group/Reception 11-2:15		Journal #3